DOCUMENT RESUME

ED 111 017 CS 202 236

AUTHOR	Ellis, Patricia; Lee, Dean R.
TITLE	Teacher Requirements in the Composition Skills, Spelling, and Drama Instructional Systems and the Implications of the Requirements for Training Systems.
INSTITUTION	Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	SWRL-TN-5-71-59
PUB DATE	71
NOTE	8p.
EDRS PRICE	MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS	*Composition Skills (Literary); Dramatics; *Instructional Systems; Primary Education; Spelling Instruction; *Teacher Education; *Teaching Methods; *Teaching Skills

ABSTRACT

This document describes teacher requirements in three different instructional systems and the implications of the requirements for teacher training. Short descriptions of the composition skills, spelling, and drama systems produced by the Southwest Regional Laboratory (SWRL) are given. Materials and procedures are briefly described for each system, and each system's interface with other SWRL programs is noted. General tasks the teacher must be trained to perform are derived from the program objectives. (Author/MKM)

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SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

DATE: August 18, 1971

NO: TN 5-71-59

TITLE: TEACHER REQUIREMENTS IN THE COMPOSITION SKILLS, SPELLING, AND DRAMA INSTRUCTIONAL SYSTEMS AND THE IMPLICATIONS OF THE REQUIREMENTS FOR TRAINING SYSTEMS

AUTHORS: Patricia Ellis and Dean R. Lee

ABSTRACT

A short description of the Composition Skills, Spelling, and Drama systems is given. Materials and procedures are briefly described for each system, and each system's interface with other SWRL programs is noted. General tasks the teacher must be trained to perform are derived from the three sets of objectives.

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TEACHER REQUIREMENTS IN THE COMPOSITION SKILLS, SPELLING, AND DRAMA INSTRUCTIONAL SYSTEMS AND THE IMPLICATIONS OF THE REQUIREMENTS FOR TRAINING SYS

This document describes teacher requirements in three different instructional systems and the implications of the requirements for teacher training. Each program is dealt with separately.

Composition Skills

The Composition Skills Exercises accompany the SWRL Second Year Communication Skills Program. The objectives of the program are for the children to acquire the ability to write longer compositions, to increase the quality of the compositions, and to increase their spelling and punctuation skills.

Pupil materials include 64 Composition Exercises and a Word List Booklet for each child. A three-page Teacher's Guide is provided for the teacher. It describes the program materials, states a method for assigning the exercises, and gives directions for follow-up procedures which the teacher is to follow.

The Composition Skills Exercises are to be assigned in a specific sequence; that is, each is assigned after the children have read the Second Year Fiction Story of the same number as the exercise. Directions are printed on the first page of each exercise. The teacher is directed to work through the first few items with her pupils and then have the children complete the exercise on their own. As the exercises become more complex (as the program progresses), the teacher is instructed to provide additional assistance as required.

Word List Booklets are used by pupils beginning with Composition Skills Exercise 26. These booklets list all of the program words in alphabetical order so that the number of spelling errors may be reduced and in order to enable the children to use an expanded writing vocabulary.

Implications for teacher training are few. As this program is a part of the Second Year Communication Skills Program, a brief description of the objectives of the Composition Skills Exercises, and the materials provided for both teacher and pupils, should suffice. This description could be added to the overview of the program or a hand-out sheet given to those teachers using the program at the end of the SYCSP training session.

Spelling

The First Grade Spelling Program consists of a set of instructional materials and procedures designed to teach beginning spelling. The four outcomes of the program are:

Outcome 1 - Word Elements: The ability to spell 71 selected beginning and ending sounds.

Outcome 2 - Regular Words: The ability to spell 142 words composed of elements taught in the program.

Outcome 3 - Transfer Skills: The ability to spell any one-syllable word not previously taught, but composed of word elements taught in the program.

Outcome 4 - Sight Words: The ability to spell 48 high frequency words which contain one or more spelling patterns that are irregular.

The program is designed to be used with the SWRL Second Year Communication Skills Program, and parallels the sequence of the reading program, starting with Unit 4.

Program materials include 18 Study Lists, 36 Exercises, 18 Practice Test Sentences, and 18 End-of-week Test Sentences. A 10-page Teacher's Guide describes: (1) the general objectives of the program; (2) the materials provided; (3) program outcomes listed in chart form; (4) teaching sequences for Regular Weekly Lessons, and Week-long Review Lessons; and (5) procedures for the teacher to follow.

Throughout the year the cycle of activities consists of four weeks of regular lessons followed by a week of review lessons. These regular lessons are laid out in five-day work units, each lesson averaging 15 to 20 minutes per day. According to the schedule, the first two days are devoted to Practice Exercises, the third to a practice test, the fourth to a criterion test, and the fifth to review and remediation. On the two practice days, both teacher-directed group activities and independent seat work are provided.

Since the Spelling Program is quite complex, a detailed training session will have to be developed. As the program is an attachment to the Second Year Communication Skills Program, there would be some advantage in conducting training in the use of the spelling program during SYCSP training, probably at the conclusion of the SYCSP training session. A possible disadvantage to this approach, however, is that the trainee would be overwhelmed by the amount of information contained in a system that trained for the Transition, Second Year, and Spelling

Programs on the same day. This consideration must be investigated. Since the Spelling Program doesn't begin until Unit 4 of the Second Year Program, it would probably be advisable to delay training for spelling until the teacher and pupils have completed Unit 2. A training system should be developed which can be used in either fashion in order to accommodate the needs of most districts.

Teachers will need to become familiar with: (1) the program outcomes and corresponding Program Outcomes Chart which lists the 22 lessons; (2) the materials for conducting regular study lessons and testing lessons; (3) teaching sequences for both Regular Weekly and Week-long Review lessons; and (4) procedures to follow during the various lessons.

The same format as has been used for the Second Year Communications Skills Program can be used for this component; that is, an audiotape would guide the trainee through the Teacher's Guide explaining the points just mentioned. Sample materials can be handed out and examined as the tape proceeds, or a materials display could be utilized.

Drama Program

Two Drama Programs, one for kindergarten and one for first grade, have been developed. The objectives of each program are to teach basic dramatic and public speaking skills.

Program materials include: (1) Teacher's Guide for the Kindergarten Drama Program or a Teacher's Guide for the First Grade Drama Program; (2) Teacher Lesson Cards; and (3) Activity Sheets and Supplementary Material Cards. Both teacher guides give a brief description of the

objectives of the program, the materials provided, general teaching procedures, SWRL requirements, and a listing of the 20 activities for the program. First Year Communication Skills Program Storybooks are used for the Kindergarten Drama Program and Scripts are used for the First Grade Drama Program.

Both programs consist of 20 lessons which require about 20 minutes each. The Kindergarten Program must be used with the First Year Communication Skills Program because it uses the FYCSP Storybooks during the program. The First Grade Drama Program operates independently of the SWRL Second Year Communication Skills Program, although the Teacher Lesson Cards and Supplementary Material Cards are designed to fit into the SYCSP File Box under the heading of Drama.

Teacher training should be minimal. Each Teacher Lesson Card contains the procedures needed to administer each of the 20 lessons in each program. A Teacher Lesson Card contains five sets of instructions under the headings of Overview, Materials, Introduction, Demonstration, and Activity. The Overview describes what the children will do. Materials which are needed during the lesson are listed next. A section labeled Introduction explains what the children are to be told by the teacher about what they are to do that day. Under the heading Demonstration, further explanation and activities for the teacher to perform are described. The heading Activity describes physical actions or oral activities that the children perform. Skill areas taught by various lessons are: (1) pantomime; (2) extemporaneous speaking; (3) improvisation; and (4) play production. Improvisation lessons

include Story Summaries which are read by the teacher and then pantomimed by the children. If the teacher follows the directions on the Teacher Lesson Card and the general instructions in the Teacher's Guide, few problems should arise.

Once again, a brief one-page description of the program objectives, methods, and materials could be distributed at the end of the training session for the First Year Communication Skills or Second Year Communication Skills Programs. If the Second Year Communication Skills Program is not used, the description sheet would be included with the program materials sent to the teacher.

Summary

With the exception of the First Grade Drama Program, all of the programs discussed in the present paper are designed to be used in conjunction with other programs. In most instances, therefore, it would be efficient to develop training systems which would be used at the training session for the other programs. Due to the complex training requirements for the Spelling Program and the independence of the First Grade Drama Program, it is recommended that independent training systems be developed for these programs.